**Practical Trauma-Informed Strategies to Reduce Anxiety in Students**

**by Jessica Minahan,**

author of [The Behavior Code](https://www.amazon.com/Behavior-Code-Practical-Understanding-Challenging/dp/1612501362) and [The Behavior Code Companion](https://www.amazon.com/Behavior-Code-Companion-Interventions-Anxiety-Related/dp/1612507514)

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**Notetaking Sheet**

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| Impact of Anxiety on behavior and learning |  |
| SOS for Teachers  1.Beh is due to underdeveloped skill  2. Beh is communication  3. Beh has function  4. Beh occurs in patterns  5. The only beh you can control is your own  6. Beh can be changed |  |
| Why incentives may not be working |  |
| Underdeveloped skills:  Self-Regulation  Accurate Thinking  Social Skills  Executive Functioining  Flexible Thinking |  |
| FAIR | What are interaction strategies: |
| Why do some students seek negative attention? |  |
| Maintaining Connection to Students  -Connecting  -Reinforcing a sense of control  -Curriculum Considerations | Find School Resources at: https://bit.ly/MINAHANJ |
| Why breaks may not be helpful and how to change that  -Biofeedback |  |
| Transitions   1. Stopping 2. Pref-nonpref 3. Shifting 4. Starting 5. Downtime |  |
| Self-regulation Apps | |  |  | | --- | --- | | * Calm * Headspace * Moodnotes (not free) * Moodpath * Pacifica * Pixel Thoughts | * SuperBetter (game to teach resilience) * 7 Cups * Anxiety Relief Hypnosis * Happify * Talkspace | |
| Reducing Negative Thinking Toward Writing Tasks |  |
| Tips on Giving Demands |  |
| Shift Reinforcement  to Skill Development |  |

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Additional Notes….